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ABSTRACT

This program and proceedings document outlines the schedule of presentations at a 1-day conference on college student athletes' first year experiences. The schedule is followed by abstracts of 16 presentations. The presentations address the following topics: standards of the National Collegiate Athletics Association; sports counseling using cognitive therapy; academic support and other support services; the writing process; student development; role of academic advisors; dealing with stress; orientation; video-based supplemental instruction; creating optimal learning environments for student athletes; balancing athletic performance and academics; and tutoring. (JDD)

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The Freshman Year Experience®

National Forum on New Student-Athletes

Program & Proceedings

Adam's Mark Hotel
Columbia, South Carolina
February 18, 1994

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University of South Carolina

University 101
The National Resource Center for the Freshman Year Experience
Department of Athletics
Division of Continuing Education

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Program Supplement

National Forum on New Student-Athletes

Additional Presenter

Session I 10:45 a.m. - 11:45 a.m.

Grand Palm G

Freshman Year at the University of Notre Dame: A Double Team Approach

JoAnne C. Bunnage
Academic Counselor, University of Notre Dame

Special Session of Interest at Annual Conference

Session 23 Sunday 10:00 a.m. - 11:30 a.m.

Rainbow Advantage Program
Margit Misangyi Watts and Richard Dubanoski

The Freshman Year Experience®

National Forum on New Student-Athletes

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Welcome to the National Forum on New Student-Athletes sponsored by the University of South Carolina National Resource Center for the Freshman Year Experience, Department of Athletics and Division of Contiuing Education, The day has been planned to be educational, informational and enjoyable. If the conference staff can be of any assistance, please don't hesitate to contact us.

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Schedule Overview

Friday February 18

7:30 a.m. - 9:00 a.m.	Forum Registration - *Atrium*
9:00 a.m. - 10:30 a.m.	General Session
10:45a.m. - 11:45a.m.	Concurrent Session I
11:45 a.m. - 12:45p.m.	Lunch - *Atrium*
12:45 p.m. - 1:45 p.m.	Concurrent Session II
2:00 p.m. - 3:00p.m.	Concurrent Session III
3:15 p.m. - 4:15 p.m.	Concurrent Session IV
4:30 p.m. - 5:30 p.m.	Town Meeting - *Grand Palm E*

Special Sessions of Interest at Annual Conference

Session 9 Sunday, Feb. 20 8:30 a.m. - 9:30 a.m.

Assisting First-Year Students in the Small University Setting

Allen Goedeke and Tim Walter

Session 31 Sunday, Feb. 20 2:00 p.m. - 3:00 p.m.

Three Perspectives on the Freshman Year Experience Course: the Dean, the Coordinator, the Faculty Member

Fred Janzow, John Hinni and Jean Benton

Session 68 Monday, Feb. 21 8:30 a.m. - 9:30 a.m.

The Freshman Year of Studies at the University of Notre Dame

Louise Litzinger

Format for Forum Presentations

All forum sessions will be held at the Adam's Mark Hotel. At the back of this program, there is a floor plan of the hotel to assist in locating the appropriate meeting rooms.

Message Board

There will be a Message Board near the FYE registration table. Please check the board periodically for important general or personal messages.

No- Smoking Policy

The conference organizers request a careful observance of the no-smoking policy in the meeting rooms and dining areas. We enforce this rule due to the growing concern about health risks associated with passive exposure to cigarette smoke.

Parking

Complimentary parking is available to hotel guests and forum attendees in the city-owned garage adjacent to the Adam's Mark Hotel (enter on Hampton Street). Validation passes for parking in the garage are available from the FYE conference registration desk.

7:30 a.m. - 9:00 a.m.
Registration
Atrium

9:00 a.m. - 10:30 a.m.
General Session
Grand Palm E

Presiding;
John N. Gardner
University 101 Director and Conference Host,
University of South Carolina

Welcoming Remarks
Michael B. McGee
Director of Athletics,
University of South Carolina

Keynote Address
Judith M. Sweet
Director of Athletics, University of California, San Diego, former president of NCAA
"Providing a Productive Environment for Student-Athletes"

Session I 10:45 a.m. - 11:45 a.m.

A1

New Student Athlete Orientation

Grand Palm H

Patricia Seidenberg
Academic Counselor, Learning Disability Specialist, University of Texas

Does your athletic department offer a special orientation session for new student athletes? Do your new student athletes know what NCAA rules and regulations they are bound to comply with? Do you academically screen your new students athletes to help to determine what classes are appropriate? Do you perform screening evaluations to determine if your new student athletes should be tested to see if they have learning disabilities and/ or attention deficit disorder? This session will show how the above questions are answered for new student athletes during an intense three-week orientation session given by the coaching and academic counseling staffs at the University of Texas at Austin.

A2

Freshman Year at the University of Notre Dame: A Double Team Approach

Grand Palm G

Holly E. Martin
Academic Advisor / Concurrent Assistant Professor, University of Notre Dame

During a student- athlete's freshman year at the University of Notre Dame he or she will have the benefit of being "double-teamed" by the academic advising and the academic services of two different offices: The Freshman Year of Studies and The Office of Academic Services for Student-Athletes. These offices help first-year student-athletes gain confidence in academic abilities and to define their long-term scholastic goals. This workshop will concentrate on the ways in which these two offices work with the students, faculty, coaches, and each other in order to assist the student-athletes in getting off to the best possible start in their college careers. The focus will go beyond just theory and provide tangible strategies we utilize to benefit student-athletes.

Session I 10:45 a.m. - 11:45 a.m.

A 3

The Fish Bowl Environment: Implications for the College Freshman Year Experience

Grand Palm F

Malissa Martin
Athletic Training Program Director, University of South Carolina

A case study was done interviewing 12 female college Division I athletes from various sports. Stressors were identified and coping strategies were discussed. Major stressors for female athletes were academic demands, weight control, lack of time for social life, energy requirements of training and competition, and lack of communication between coach and athlete. Coping strategies identified were time management techniques, peer and family support, and setting priorities. Life for the female athlete was described as hectic and bitter sweet. Freshman student-athletes should be oriented and made aware of the types of stress accompanying life as a student-athlete and strategies they can use to cope with these stressors.

A 4

What a University Can Do (and should do) for the New Student-Athlete

Tupelo

Robert D. Young
Associate Professor of ECE, Faculty Athletic Representative, University of North Alabama

This presentation will address strategies that can be utilized by the university to benefit the new student-athlete. Many areas of the university can be effective in helping ease the transition to college for the new student-athlete, such as the office of student life, the Faculty Athletic Representative, the faculty as a whole, the Student-Athlete Advisory Committee, and others. The benefits to the new student-athlete, and thus to the university, are many, including higher rates of retention and graduation.

A 5

Student-Athlete Road to Success - Dealing with Stress

Magnolia

Carol Ann Brown
Academic Advisor, St. Louis Community College

This session will include discussion and a presentation of ideas to assist student-athletes with the transition from high school to college. Services helpful to the student-athlete to achieve success at college will be addressed. Please bring your ideas to share and discuss. Finding a way to reduce stress and achieve goals is a major concern for the Academic Advisor.

11:45 a.m. - 12:45 p.m.
Lunch
Atrium
ticket required

Session II 12:45 p.m. - 1:45 p.m.

A 6

The Transition of Student-Athletes: NCAA Standards and Campus Strategies

Grand Palm H

Jerry Kingston
Professor of Economics, Arizona State University

Both national standards (e.g., those established by the NCAA) and institutional policies interact to determine the extent to which student-athletes will experience a successful transition to the campuses of our nation's colleges and universities. Recently, the NCAA has strengthened both initial and continuing academic eligibility standards for practice, financial aid and intercollegiate competition, and has implemented other measures which will affect these transition experiences. During the 1992-93 academic year the Arizona State University Committee on Student Athletes studied the recruitment, transition and assimilation experiences of student-athletes. The recommendations of this committee will be presented and discussed.

A 7

Academic Support for Division III Student-Athletes: The North Park Model

Grand Palm G

Gary P. Ireland
Director of Academic Services, North Park College
Tim Rucks
Head Football Coach, North Park College

Student-athletes face tremendous social, emotional and academic challenges during their college careers. Many find the pressures of practice and study to be overwhelming. While faced with the same academic challenges, Division III student-athletes frequently do not have the academic support services available to their Division I counterparts. North Park College of Chicago combines basic academic support services with an aggressive monitoring system to positively address the academic success and progress of its student-athletes. Coordinated through the College's Center for Academic Services the North Park Model encourages continuous communication between players, coaches and academic personnel and contributes to the College's excellent retention/ eligibility rate.

A 8

The Writing Process - Ten Steps to Success

Grand Palm F

Travis Feezell
Academic Advisor - Athletics, Northwestern University

The daunting task of writing a college paper often creates fear within freshmen student-athletes. And where there is fear of this essential element of college success, there is also an alarming inability to put pen to paper, that famed "WRITER'S BLOCK" which we as advisors often confront. This presentation is designed to show how advisors or tutors can break down the writing process into a series of ten manageable tasks. With the aid of two tools (a worksheet and work packet), the results can be truly phenomenal; not only do we see better papers, but ultimately more successful students.

A 9

VSI: An Alternative to Remedial Courses

Tupelo

Deanna C. Martin
Director, University of Missouri - Kansas City

Video-based Supplemental Instruction (VSI) offers a powerful alternative to remedial and developmental courses for academically underprepared or other at-risk student athletes. VSI combines content-specific skills instruction with required courses. In VSI, students are dually enrolled in a core curriculum course which the professor has placed on video, and a course in skills instruction. Under the guidance of the VSI facilitator, students simultaneously view the taped lectures and develop study strategies. Results indicate: 1) higher retention for VSI students over non-VSI peers; 2) using equally rigorous assignments and exams, underprepared student athletes as well as probationary and conditionally admitted students, significantly out-perform regularly admitted students who are enrolled in the professor's regular lecture section of the course.

Milestones in Maturity

Grand Palm H

Mark J. Cavanaugh
Athletic Academic Advisor, Nova Southeastern University

Sports psychology has tended to focus on performance issues rather than the overall mental health and personal development of the student-athlete. While advisors and counselors are deeply concerned about overall development in practice, more time and energy is devoted to skill based activities. Education is thus considered narrowly. Research suggests that leaps in personal development lead to more stable gains in both academic and athletic performance.

CHAMPS --- A Life Skills Program for Freshman Student-Athletes

Grand Palm G

Doug R. Conder
Assistant Director, Student Support Services, The University of Kansas

A Life Skills Program for Freshman Student-Athletes at the University of Kansas is a program that focuses on the transition and personal development of freshman student-athletes. The program introduces the students to life in college and to the expectations that come with being a part of the university and the department of athletics. Topics covered in this program include Defining Success, Dealing with Fears and Setbacks, Being Focused, Organizing Time and Energy, Managing Stress, Substance Use and Abuse, and Relationships. These topics are covered in small group discussion formats let by fifth-year senior students.

The National Forum of Student-Athletes

Session III 2:00 p.m. - 3:00 p.m.

A12

Sports Counseling Today's Student Athletes

Grand Palm F

Tim Fields
Counselor, Louisiana State

The unrealistic expectations of self and of college are primary causes of diminished athletic and academic performance in first-year varsity student athletes. Innovative treatment incorporates counseling and Sports Psychology techniques like:
1) Exploring present belief and value systems based upon family of origin
2) Challenging irrational and supporting rational perceptions through cognitive restructuring
3) Rehearsing a relaxed mental picture of successful off and on the field behavior through constructive visualization techniques.
By exploring and confronting these distorted expectations and beliefs and replacing them with realistic academic, athletic, and career expectations Sports Counseling can become a useful tool in the development of first-year student athletes.

A13

Education Not Eligibility

Tupelo

Robin L. Cunningham
Director, Academic Support Services for Student Athletes, Seton Hall University

Student-athletes face the most scrutiny of any students in our college campuses. The role of the academic advisor for student-athletes is a crucial one because he/she often acts as the bridge between academics and athletics for the students. The influence that the advisor has in the freshman year is most significant. Advisors must be able to teach their students about the many roles they have on campus and how to most effectively transfer skills from one role to the other. Teaching the students to utilize the same skills they use to be productive in their sport to be successful in school is most helpful. This presentation will offer advisors various strategies to share with athletes about transferring skills.

Session IV 3:15 p.m. - 4:15 p.m.

Athletics and Academic Support: Working to Make a Difference

Grand Palm H

Johanna Dvorak
Instructional Program Manager, University of Wisconsin-Milwaukee

Tutoring can make a difference in the academic success of student athletes, especially as they make a transition to college life as freshmen. The University of Wisconsin-Milwaukee's tutoring program works extensively with our athletic department to provide tutoring in any course for student athletes. This session will explain how our campus tutoring program and the athletic department coordinate our efforts to help students achieve. The organization, implementation, and evaluation of our program will be discussed. Specific tutor training techniques and study skill strategies for different subjects will be highlighted.

Florida Freshman Year Experience

Grand Palm F

Keith Carodine
Associate Athletic Director, University of Florida

This session will feature information on the implementation of orientation, tutorial and monitoring programs for first time freshman student-athletes.

Self-Assessment and Academic Support: Why All Students Need Academic Support

Tupelo

Timothy L. Walter
Vice President for Student Development, The University of Tulsa
Harry McLaughlin
Director of Academic Services, Division of Kinesiology, University of Michigan

These studies examined student-athletes' self-perceptions of their own academic skills and abilities at three time-points: when they first entered the University of Michigan in 1989, 1990 and 1991, and again after mid-term assessments were made available. We were able to compare and contrast the effects of a required freshman year course and/ or individualized academic support on these groups of students who were viewed as "at risk." The three groups of students receiving some form of support were also compared to a group projected to have no further difficulties and who received no required support. These differences have generated a further exploration of the effects of receiving required academic support.

4:30 p.m. - 5:30 p.m.

Town Meeting

Grand Palm E

facilitated by

Michael B. McGee
Director of Athletics
University of South Carolina
and
Betsy O. Barefoot
Co-Director, The National Resource Center for the Freshman Year Experience, Research and Publications
University of South Carolina

This concluding session is designed as an open discussion on ideas and information presented during the Forum sessions and current issues in supporting new student athletes. Active participation by all participants is encouraged. We are especially interested in what people have learned and where we need to go from here.

Presentation Abstracts

The following abstracts of concurrent sessions provide additional information on presentations scheduled throughout the day. They can be found in alphabetical order by institution.

Arizona State University

Office of the Faculty Athletic Representative
Tempe, Arizona 85287-7706
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THE TRANSITION OF STUDENT-ATHLETES: NCAA Standards and Campus Strategies

Presenter's Name: Jerry L. Kingston

Abstract

The transition experiences of freshmen student-athletes into our nation's colleges and universities will exert a significant influence on the success of the "reform" movement in intercollegiate athletics. In the vanguard of this movement are proposals--many of which already have been adopted by the NCAA--to raise both initial and continuing academic eligibility standards, to strengthen academic support programs, to limit the amount of time which student-athletes may devote to their sports, and to give student-athletes a greater collective voice, both on and beyond the campus.

At the beginning of the 1995-1996 academic year, for example, NCAA Division I student-athletes will be required, as a condition of their eligibility for practice, financial aid and intercollegiate competition, to have earned a minimum GPA in a "core curriculum" of 13 academic courses (English, mathematics, social sciences, and natural and physical sciences) which will be matched through an index to their SAT (or ACT) scores. New "satisfactory progress" rules also are being imposed on student-athletes once they enroll in college. These include limitations on the number of summer school credits, GPA requirements, and specific check points at the beginning of the third, fourth and fifth years of enrollment to ensure that student-athletes are on-track to graduate within a five year period.

These academic eligibility standards are expected to ease the transition of student-athletes into NCAA member institutions because those who satisfy them will be better able to compete with their non-athlete peers in the classroom. Reduced amounts of time which student-athletes may devote to their sport during both in-season and out-of-season periods should allow more time for academic and social pursuits. As a result, NCAA legislation has begun to create an environment which will reduce the isolation which many student-athletes experience, and facilitate their adjustment into the mainstream of campus life.

Policies and programs conducted at the campus level also will importantly influence the transition experiences of student-

athletes. These include: (1) institutional admissions standards, which determine the similarities between the academic credentials of student-athletes and the other students with whom they must compete in the classroom; (2) the extent and nature of the skill assessment and remediation programs available to student-athletes; (3) the scope and orientation of other advising, tutorial and orientation programs; (4) specific measures introduced on the campus to ensure that student-athletes have the opportunities to interact on a consistent basis with non-athlete students; and (5) the campus atmosphere created by faculty, staff, students, administrators, athletics department personnel and the surrounding community with respect to the role and purpose of the athletics program within and beyond the campus boundaries.

Recent developments at Arizona State University offer a case study in how an institution has attempted to address these challenges. In 1992 President Lattie F. Coor appointed a university-wide committee to study: (1) the recruitment and admissions of student-athletes; (2) the extent and effectiveness of programs to assist student-athletes in their transition to the campus; and (3) the factors which tend to facilitate or inhibit the longer-term assimilation of student-athletes into the campus community. The University Committee on Student Athletes, which I chaired, interviewed key personnel, held open hearings both on and off of the campus, reviewed professional literature, conducted surveys and in yet other ways studied these issues. Twenty-three committee members worked over a six-month interval to produce a set of recommendations for consideration by the President. The President received the report in May of 1993 and accepted all 27 of the committee's recommendations in September. Implementation strategies are being developed at the present time.

I believe that the participants in the National Forum on Student Athletes would be interested in learning about the new academic standards established by the NCAA and the efforts of a large state university to formulate new policies and procedures to facilitate the transition of student-athletes into the broader community of students. As Chair of the NCAA Academic Requirements Committee and as the Chair of the ASU University Committee on Student Athletes, I would be interested in discussing these standards and programs with conference participants.

Contact Person: Jerry Kingston
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Room 120
Arizona State University
Tempe, AZ 85287-7706
602-965-7457 (office)
602-965-1608 (fax)

SPORTS COUNSELING for TODAY'S VARSITY STUDENT ATHLETES

Unrealistic expectations of self and of college are primary causes of diminished athletic and academic performance in first year varsity student athletes. Fueled by the homage of peers and fellow high school students, and by the sometimes ulterior motives of coaches ,recruiters, and parents, student athletes often enter college emotionally and scholastically unprepared to cope with young Titans of equal or greater prowess on the playing fields or compete with career hungry rivals in the classroom. So many young men and women fail to meet the lofty billings out of high school, many choose to handle their fear of failing through a wide array coping schemes, poor academic attendance and performance, hooliganism and crime, becoming clinically depressed or personally maladjusted.

This special population, idealized as sports legends yet often overlooked as individuals, can benefit from a form of counseling, cognitive therapy. Cognitive therapy, when applicable, incorporates the ambitious drive of these athletes, re-directing them into more realistic academic, athletic, personal, and career success in college. A trained counsel;or can work with individuals or groups, in the office or on the playing fields, to explore and then restructure the way student athletes perceive and respond to stressful situations. The goal is first to change the thoughts which dictate feelings, ultimately changing responses to various anxiety-producing situation to improve performance.

Take for example the golfer who finds herself with a shaky putter. The subconscious fear of disappointing parents, coach, or teammates may produce just enough anxiety to actualize her fearful expectation. Through brief term therapy, she can be taught to compare her perceptions to the realities of her fears, then visualize and verbalize her fears, challenging their validity, and then discussing the actual consequences of missing any putt --- all of which help elicit a more representative sample of her golfing ability. This same process can be applied to the fear of failure in the classroom, and in conjunction with efficient physical work, can improve academic output as well.

This method has three components:

(1) EXPLORING BELIEF SYSTEMS - Verbalizing irrationally-perceived demands of self and significant others, the student athlete may uncover present limiting self-appraisals and explore their connection to other unconscious family of origin messages.

(2) COGNITIVE RESTRUCTURING - Once the irrational demands and perceptions are identified, the athlete can begin the difficult task of restructuring then into healthy self-talk.

(3) CONSTRUCTIVE VISUALIZATION - Relaxed athletes can rehearse using the mind's eye to construct a successful mental image of the task, thus facilitating its likelihood.

Exploring and dispelling the unrealistic expectations of self and others in a supportive, non-threatening environment may be used to enhance the academic, career, and athletic performance of athletes in college, but more importantly it should assist their personal journey as well adjusted young adults.

NorthParkCollege
3225 West Foster Avenue, Chicago, Illinois 60625-4895 312/583-2700

Academic Support for Division III Student-Athletes: The North Park Model

Gary P. Ireland, Director of Academic Services
North Park College of Chicago

Tim Rucks, Head Football Coach
North Park College of Chicago

Student-athletes face tremendous social, emotional, and academic challenges during their college careers. Many find the pressures of practice and study to be overwhelming. While faced with the same academic challenges, Division III student-athletes frequently do not have the academic support services available to their Division I counterparts. In response to these challenges, many Division III athletes gravitate toward courses which prove less challenging, but which may not lead to a degree within a traditional four-year period. At the other extreme are those student-athletes who remain in the challenging courses and frequently end-up ineligible for continued play in their sport.

North Park College of Chicago combines basic academic support services with an aggressive monitoring system to positively address the academic success and progress of its student-athletes. Coordinated through the College's Center for Academic Services, the North Park Model encourages continuous communication between players, coaches, and academic personnel. The model consists of three components: orientation, mid-term reports, and final reports and follow-up.

- **Orientation.** During the first week of each semester, academic orientation sessions are held for first-year students in each sport being played that semester. During the one-evening orientation sessions the following topics are addressed: myths about the student-athlete, managing time, and making the grade.

- **Mid-Term Reports.** Every instructor/professor at the college is required to submit mid-term grades for the classes they are teaching in a semester. The grades are considered unofficial and are not distributed to the student population at large. Coaches receive a mid-term report for each of their players indicate the student's projected term and cumulative grade point averages. Those student-athletes who are in jeopardy of becoming ineligible are contacted by

the respective coach and the Center for Academic Services. Appropriate interventions such as tutoring, dropping a course, or skills workshops are suggested to the student-athletes.

- **Final Reports and Follow-Up.** At the end of each term, coaches receive a report which lists the number of hours each player has completed and their term and cumulative grade point averages. Those students who are ineligible for continued play, or who are in jeopardy of slipping into the ineligible range, are required to meet with an advisor who establishes an intervention program in conjunction with the appropriate head coach. All academically at-risk student-athletes are required to establish an academic support contract with the Center for Academic Services and maintain a regular appointment schedule with an advisor. Some students are required to register for a credit-bearing course entitled *Topics in Skills Development.*

The combined efforts of the coaching staff and the Center for Academic Services has contributed to a retention/eligibility rate of over 80% for students continuing to play their sport(s) in their second-year. This compares to a retention/eligibility rate of approximately 68% in other small, religiously-affiliated institutions. The success of this model is undoubtedly due to the constant and positive communication between the student, coach, and advisor.

For additional information please contact:

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Two tools will be examined in conjunction with this idea of breaking down the process. The first, a tutor-student worksheet, is designed to not only keep track of the writing, but also to increase communication between tutor and student. It is this increase in communication which heightens the awareness of both towards the writing process. No longer will a tutor just say, "Start writing!" Instead, that tutor will begin to talk about that paper in its infancy all the way to finality. The second tool, a work-packet solely for the student-athlete, is designed to create a singular place to hold all of the ideas that go into writng a paper. Writing can be a messy process, but the packet can bring to life what must be done. Similar to the worksheet, it also breaks down the writing process into manageable tasks; in many ways it mirrors the worksheet. This packet serves as a reference guide of sorts and provides ample space for examples, exercises, actual writing, and feedback. Again, it is this idea of "logicalness" and structure which helps to overcome the fear and to create better writers.

This presentation will also examine the issue of diction or language in papers. As said before, student-athletes have an innate ability to communicate. Moreover, they communicate logically and sequentially; point C follows point B which follows point A. It is the same way with writing. There is no great secret; writing does not have to confine itself to some high-fallutin' language, but can succeed quite admirably with its own Dick-and-Jane prose if done logically and simply. This point of simplicity is often overlooked, yet if tutors can convey this to student-athletes, their fears may disappear and their writing ability increase. The metamorphosis of the oral word to the written word makes perfect sense to student-athletes trying to overcome that barrier of beginning a college-level paper and seeing it through to completion.

Each student-athlete will write in a different way; that is an accepted fact. The ideas and tools contained within this presentation are not designed to create a new breed of Hemingway. Rather, these ideas can aid in the development of better and more successful writers, many of which at the conclusion of instruction may exhibit the simplicity and structure we value so much in a writer like Hemingway. Writing is essential to the success of the student-athlete. If so, then these ideas can produce truly successful results.

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NOVA UNIVERSITY
FARQUHAR CENTER FOR UNDERGRADUATE STUDIES

MILESTONES IN MATURITY

Human Development and the College Student/Athlete

Mark J. Cavanaugh, Ph.D.
Associate Professor and Faculty Athletics Representative, Nova University
Chairperson, Committee on Student/Athlete Concerns
National Association of Academic Advisors for Athletics

ABSTRACT

Sports psychology has tended to focus on performance issues rather than the overall mental health and/or personal development of the (student/)athlete. Further, as a freshman student/athlete enters the university, he or she may be overwhelmed by both the athletic role and increased academic demands; personal development can easily fall behind. Time demands, few leadership positions outside the student/athlete role, and stereotypical relationships with members of the opposite sex, as well as other factors, can all serve to undermine personal growth.

Complicating matters, the overriding metaphors used in the athletic world--those borrowed, on the one hand, from American business, and, on the other, from the military--tend to focus on performance and short term gains. The student/athlete culture, characterized by high performance and low insight, not only exaggerates the importance of success in competition but also often casts the quest for the degree into very narrow and restricted terms, usually in terms of obtaining employment rather than serving as an opportunity to complete and round off one's personality. Counselors and coaches can unwittingly participate in this confining atmosphere.

Academic counselors who work with student/athletes have in general followed the model of educational formalism which has been the norm in educational circles for years. This model abstracts "skills" from disciplines and breaks them down into more easily attainable, behaviorally oriented "goals" which also focus on performance. The tenets of this approach are familiar:

"SQ3R," specific test taking skills, and the like, all of which are needed, but their failure to address larger issues often means that the newly acquired "skills" have to be continuously retaught. Moreover, "motivational seminars" may produce temporary changes in attitudes, but research suggests that any such change, precisely because it has not been initiated from within, is situation dependent and its effects, when they can be identified, are not long-lasting. Yet, the inculcation of such "skills" and "motivation" constitutes the crisis in which many academic counselors find themselves throughout the first year of an athlete's career. Experience often teaches, however, that mature student/athletes find such "skill-focused" strategies unnecessary, while less mature student-athletes always seem to have difficulty facilitating the changes that are recommended.

Ironically, focusing on oft-neglected personal development may result in a greater degree of change, both in academic and athletic performance, as well as rendering the results more durable. Research suggests that leaps in personal development lead to more stable and consistent gains in performance. Further, a cluster of high developmental outcomes--flexibility, optimism, the ability to maintain a constant relationship with oneself or others when that relationship is difficult or disappointing--are better predictors of academic success than SAT scores or high school grades.

While both coaches and counselors often deal with developmental deficits, and can agree on their importance, conflicting models abound: what a coach, an advisor, and an athlete mean by "maturity" may be radically different. Many such definitions are dependent upon performance criteria rather than on optimal human development. But because academic counselors are often left to confront developmental issues--a situation which has traditionally led to their advocacy of the "whole person" of the student/athlete--they need to know specific criteria which will help them identify, and support, the changes that student/athletes make. In short, recognizing, promoting, and reinforcing even a small, autonomous change made by a student/athlete may do much more than we might imagine.

Acknowledging that advisors are sensitive individuals who are already in tune with the developmental needs of their advisees, this presentation will serve to clarify and provoke thought on those criteria by which busy advisors tend to assess, informally or otherwise, the developmental level of student/athletes. It will center on three developmental models, drawing insights from Bowen family therapy, the work of Robert Kegan, and that of psychologist William Johnston. All of these theorists see personal development on a broad continuum with identifiable markers at each increment. Themes such as individuation versus group cohesion, anxiety tolerance versus the inability to soothe oneself, the attainment of a mature moral sense, and interpersonal relationships will be explored in all of the models as well as in the "ideal types" of well vs. poorly developed student/athletes. Suggestions for practical applications will be provided.

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September 21, 1993

"Education not Eligibility"

Peg Hefferan
Robin L. Cunningham

Student-athletes are often the most visible and the most scrutinized of any college students. Often before they even arrive on campus, their SAT scores and their lifetime achievements have been widely published for all to know. Perhaps no other students arrive on campus with the college community already so acquainted with them.

Not only their peers but also their soon to be professors may have formed preconceived notions about the student-athlete's ability in the classroom as well as the athletic arena. Having to deal with such preconceptions is a very tall order for a seventeen or eighteen year old student especially when he/she also has to deal with the typical adjustments to being away at college. It is easy to understand that these students may become frustrated and unable to focus as he/she should on various tasks but especially those which deal with academics.

There are many skills which student-athletes use in their athletic tasks that are applicable to their academic tasks. The key is for advisors and even coaches to point out these skills to the student-athletes. Because repetition in many ways is the key to education, a student-

athlete who hears the same message from coaches as well as advisors has a greater chance of taking the information to heart.

Currently, NCAA rules recommend that a 2.0 average is the required grade to maintain athletic eligibility. However, the presenter wonders if any academic advisor would question that a 2.0 is merely an average grade. The message that it is acceptable to be an average student, yet it is not even tolerable to be an average athlete is mystifying. Advisors are urged to make this point to their student-athlete advisees. One may be surprised at the discussion that may be generated when the student-athletes themselves are confronted with this discrepancy.

Another conflict which often arises especially with first year scholarship student-athletes is an issue of self identification and decision making. Many times freshman student-athletes will miss academic appointments because of athletic reasons such as weight training, physical therapy, meetings with a coach, etc. These students may feel that because they are at the school on athletic scholarship that their first obligation is always to their sport. They believe that they are making the appropriate decision to attend to their athletic needs before their academic responsibilities. Of course, this is where the subject of "balance" comes in, but it is not a complex task for an advisor to discuss with the student-athlete that their primary obligations are to academics regardless of who is paying the tuition.

Further work with student-athletes would reveal that such concepts as where to sit in class, how to approach homework, how to talk with teachers (the importance of social skills in addition to academic skills), and reading are directly related to athletic skills such as sitting on the bench, practice stations, media interviews, and weight training respectively. Such direct correlations are numerous, but it is the task of the advisor to bring these points to light and to teach the student-athletes how to transfer the skills from the athletic arena to the classroom. It would be then that education may replace eligibilty.

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STUDENT-ATHLETE ROAD TO SUCCESS-
DEALING WITH STRESS

Presenter: Carol Ann Brown

One population very much affected by stress is the student-athlete. Few people define the concept of stress in terms of this group or even bother to attempt a clear-cut definition, but there is widespread agreement that stress is an issue among student-athletes. This paper will discuss the following topics related to stress: how stress has been defined in historical research; current trends; what effects stress has on the body; what emotional factors it produces; what types of stress the student encounters; and how the stress of the student-athlete is different from that of the average college student. As part of this research, a survey was sent to one hundred colleges and universities. Returns included not only responses to questions concerning the colleges' and universities' programs, but also complete information packages about the programs. This paper will address the stresses from athletic participation that make the student-athlete unique and the types of programs that can be developed to assist the student athlete to combat stress in the successful completion of his/her college career. A careful review of literature about stress itself emphasizes its many different aspects and its effect on the body and the mind. The student-athlete must contend with each of these, plus prove athletic skills, acceptance by coaches and peers, and success in college work. Programs to assist student-athletes must contain factors that meet each area of concern. Finding a way for student-athletes to reduce stress, facilitate adjustment and achieve success are the goals of this paper.

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Florida's Freshmen Year Experience

Keith Carodine
Ann Hughes

This presentation will describe procedures and programs the University of Florida Office of Student Life, (OSL), the academic support unit for the University Athletic Association, utilizes to ensure the academic success of freshmen student-athletes.

The evaluation of new student-athletes begins during the recruitment process. A predictive index developed by the admissions office is utilized to "predict" how a student will perform academically during his/her freshmen year.

Orientation for new students begins during the summer prior to the initial fall term of enrollment. Student-athletes are integrated into the university's orientation program as well as participating in athletic department activities.

All freshmen are required to complete a 16 week two credit hour orientation course entitled "Student Development in the University Setting". This course is taught by the OSL counselors and covers the following topics: values identification and clarification, goal setting, health related issues, sexually transmitted diseases, NCAA rules, university academic regulations, male/female communications, time management, study skills and career exploration/development activities. One of the primary assignments for the students in this course is to write a personal mission statement based upon their values, roles and goals.

This presentation will also discuss how the OSL monitors the academic progress of freshmen students on a weekly basis throughout the academic year and especially procedures for identifying and monitoring "at risk" student-athletes. The coordination of study hall and tutorial services will also be discussed.

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CHAMPS--A Life Skills Program for Freshman Student-Athletes

Mr. Doug R. Conder
Assistant Director
Student Support Services

CHAMPS--A Life Skills Program at The University of Kansas is a program that focuses on the transition and personal development of freshman student-athletes. The program introduces the students to life in college and to the expectations that come with being a part of the university and department of athletics.

After using a variety of approaches to assist in the transition and personal development of these new students it was obvious that a more productive approach be found. After looking at a number of options it was apparent that a peer-assistance approach be used.

In the Fall of 1993 freshman student-athletes were divided into four groups that met once per week from the second through ninth week of classes. These groups were further divided into smaller discussion groups led by trained fifth-year students. Since the fifth-year students had finished their eligibility they were both experienced and open to talk with these new students on the selected topics.

The intersport mixing that occurred in these smaller groups was definitely a highlight. From the recognition of similarities they shared to the support they began to give each other at respective sport games and practices it became evident that the topics discussed each week were secondary, from the student's perspective, to the interaction they were allowed to have. With the interaction and support that was taking place it was a perfect setting for the discussion of topics that they may have never brought up had it not been for CHAMPS.

These discussions regarding topics such as dealing with fears, dealing with others' expectations, organizing time and energy, management of stress, substance use and abuse, and relationships caused the students to recognize the importance all of these issues played on their transition to college in general and to being college athletes specifically.

"Home of the Kansas Jayhawks"

As this seven week program came to a close it became exceedingly obvious that many students had developed habits based on the discussions from CHAMPS. Vocabulary such as "priorities," and "focused" became part of discussions that the students had with academic support personnel. This alone showed, in the least, that the students were developing a vocabulary that looked at production.

The timing of this freshman CHAMPS program is critical. Because the students were exposed to the topics of CHAMPS before they developed their own tendencies many students were moved in a proper direction before any concerns developed. This proactive approach allowed students an opportunity to equip themselves with helpful information at an open window developmentally. The combination of this and the opportunity to encourage inter sport connection was vital in the development of these new students.

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Video-based Supplemental Instruction: An Alternative to Remedial Courses

Deanna C. Martin, Ph.D.

VSI is a recently developed program to bridge at-risk students into higher education by helping them develop needed academic skills within the framework of required courses.

Metropolitan Area Schools Project
816 235-1172

Student-Athletic Academic Support
816 235-1033

Supplemental Instruction (National Dissemination)
816 235-1166

Supplemental Instruction (UMKC Program)
816 235-1313

Upward Bound
816 235-1163

Video-based Supplemental Instruction (VSI) offers a powerful alternative to remedial and developmental courses by pairing content-specific skills instruction with core curriculum required courses. Students enrolled in the VSI course are typically at-risk students including: underprepared student athletes, probationary students, intercity high school students and other students who are college-bound but underprepared. Students in VSI typically test into developmental and remedial courses but are reluctant to participate in those courses. VSI, an alternative to remedial and developmental courses, offers a more direct route to skill development, one that avoids labelling students as "remedial" or isolating them from the mainstream of academic course work.

Students are enrolled in a six hour block composed of 3 hours of regularly required course work and 3 hours of skill instruction. A professor of a traditionally difficult course places his or her lecture series on video-tape. This taped lecture is used instructionally by the VSI facilitator and is stopped and restarted as needed to allow time for students to ask questions, interact, discuss concepts and to take advantage of the "teachable moment." The professor of the required course tests, grades and assigns credit for the 3-hour required course, thus maintaining the same rigorous standards of the regular lecture sections. Education faculty assign the grade for the 3 hours of study skills credit. Below is a summary of the results:

Variable	VSI n=18	Non-VSI n=147
final course grade (class GPA)	3.64	2.41
reenrolled students (following term)	94%	85%
probationary students reenrolled (following term)	100%	45%

The single most encouraging finding that emerges from VSI as an alternative to remedial course work is the demonstration that underprepared, at-risk students can master difficult and rigorous content while they develop requisite learning skills.

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What a University Can Do (and should do) for the New Student Athlete

Robert D. Young
Carolyn J. Lovett

Student-Athletes make great personal sacrifices for their universities. The demands placed on the student-athlete are significant and these are even greater during the first year. It is the obligation of every institution to create learning environments that offer to every student the greatest opportunity to succeed while still maintaining the highest level of academic integrity. Because of the demands placed on student-athletes and the sacrifices made by these individuals, every institution must consider how to create the optimal learning environment for them to succeed as students and as members of society.

The four key content areas for this sessions are:

(1) specific methods for effective orientation of new student-athletes;
(2) effective strategies for improving academic advisement for student-athletes;
(3) approaches to improving faculty attitudes about student-athletes; and
(4) how to involve the university community as a whole in easing the transition to college for student-athletes.

The presenter has planned a fast-paced series of discussions and participant activities to engage them with these issues and topics. The orientation component will use discussion and hand-out materials to emphasize the need for well planned specific methods (e.g. summer orientation, a required course on introduction to the university, and

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Student-Athlete Advisory Committee activities). The academic advisement issue will involve participants in simulations and discussions to determine the various perspectives of university personnel involved in the planning and implementation of an effective system. The faculty attitude segment will use illustrations and examples of effective and ineffective approaches to improving attitudes. The section on involving the university community will engage the audience in brainstorming and sharing ideas that work on their campuses.

Because of the very active nature of the format, flexible seating is preferred over a fixed, theater-style arrangement. Although a 60 minute presentation was designated as the preferred program format, with minor adjustments, this could follow the 60 minute discussion session format as well.

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FRESHMAN YEAR OF STUDIES

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Freshman Year of Studies at the University of Notre Dame: A Double Team Approach

Dr. Holly Martin, Ph.D., University of Notre Dame
Ms. JoAnne C. Bunnage, M. Ed., University of Notre Dame

During a Student -athlete's freshman year at the University of Notre Dame, he or she will have the benefit of being "double teamed" by two University departments: the Freshman Year of Studies department (which advises all Notre Dame freshman) and the Office of Academic Services for Student-Athletes (which advises all Notre Dame student-athletes). These two departments work together to provide student-athletes with the academic advising and support services needed to make the necessary adjustments to college academics and college life.

Our presentation will concentrate on practical strategies to help freshman student-athletes adjust to the demands of college. We will begin with an overview of the objectives and organization of each department and explain how we coordinate our efforts. Specific programs will then be outlined. These include orientation programs, advising procedures, management of peer advisors, organizing tutorial services, long range academic planning programs and methods of assisting students in their transition to the sophomore level.

We will discuss not only how the Freshman Year of Studies and the Office of Academic Services for Student-Athletes work together, but also how we coordinate our work with faculty, coaches, and other University staff members and departments. The presentation will conclude with a time-line of academic milestones, taking the student from the recruiting visit through the transition to sophomore year.

The theme of this presentation will be how to initiate joint support programs between existing academic support services for student-athletes and the deans and academic departments that advise all students. Coordination of efforts is necessary to make the student-athletes as much a part of the "regular" student body as possible and to give the student-athletes the best possible

assistance during their freshman year without misunderstandings or duplication of services between academic and "athletic" support services.

However, our presentation's focus will go beyond theory to concentrate on practical strategies to help students have the best freshman year experience possible so they gain the academic skills and confidence to be successful at the University.

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The "Fish Bowl" Environment: Implications for the College Athlete Freshmen Year Experience A Case Study

Malissa Martin, M.Ed., A.T.,C.

Attending college and being away from family and friends can be an exciting yet transitonal time in a young person's life. It provides the opportunity to finally leave the family nest and spread the wings of flight toward adulthood. College is the transitional period when young people search for their own identity, truths and experimental adventures.

Often in the midst of all this newness comes stress that may or may not be beneficial to the growth of the young adventurer. Adding the additional demands of being a Division I athlete to the average college student is a whole new ball game. College athletics has become a major part of both the college culture and general society. The college student-athlete presents problems and needs unlike those of the student who is not an athlete. What types of stress does the college student-athlete encounter? How can he or she cope with this stress?

Athletes tend to be accustomed to high often rigorous performance expectations. From a very early age, athletes learn that recognition comes with winning. The message is very clear; winning brings preferential treatment. But, the environment of a major educational institution is a peculiar culture; a culture that often presents unique and unusual pressures. College life can be a difficult transitional period for all students but even more for the young student-athlete entering Division I athletic competition. They must succeed in two demanding arenas, athletic performance and academics. While the average student must balance academics and social life the athlete must balance performance, competition, practice, academics, and find time for social life. Student-

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athletes comprise the most visible group on campus. They must put their ego's on the line each time they take the field of competition. The fans are fickled and the fish bowl experience of college athletics can become overwhelming. The rollercoaster ride of Division I athletics is not for everyone. Learning how to handle the fish bowl experiences certainly is not an easy task.

Stress is no stranger to the college athlete. Some stress is needed to bring high quality levels of performance. But the hidden agendas associated with the demands of college athletics can bring too much of the wrong type of stress to the athlete, which often results in both physical and psychological trauma.

A case study was done interviewing 12 female college Division I athletes from various sports. Stressors were identified and coping strategies were discussed. Major stressors for female athletes were academic demands, weight control, lack of time for social life, energy requirements for practice and competition, and lack of communication between the coach and athlete. Coping strategies identified were time management techniques, peer and family support and setting priorities. Life for the female college athlete was described as hectic and bitter sweet. Freshmen student-athletes should be oriented and made aware of the types of stress accompanying life as a student-athlete and strategies they can use to cope with these stressors.

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS FOR MEN
THE UNIVERSITY OF TEXAS AT AUSTIN

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New Student Athlete Orientation

Jon Jaudon
Patricia Seidenberg

Does your athletic department offer a special orientation session for your new student athletes? Do your new student athletes know how to schedule classes? Do your new student athletes know what NCAA rules and regulations they are bound to comply with? Do you academically screen your new student athletes to help to determine what classes are appropriate? Do you perform screening evaluations to determine if your new student athletes should be tested to see if they have learning disabilities and/or attention deficit disorder (LD/ADD)? Do your new student athletes know what their rights are as students at your institution? Do your new student athletes know the policies and procedures as they relate to academic dishonesty and discipline at your institution? This session will show how the above questions are answered for new student athletes during an intense three-week orientation session given by the coaching and academic counseling staffs at The University of Texas at Austin.

The coaching and academic counseling staffs in the Department of Athletics for Men at UT Austin calls upon the expertise of staff and faculty from the different areas on campus to make presentations to the new student athletes about the relationship of his or her department to the student. An academic counselor with a speciality in LD/ADD determines from the LD/ADD screening evaluation given during orientation which student will be recommended to have a complete LD/ADD diagnostic evaluation to determine if he is eligible for services for students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Through the use of lecture and group discussion the presenters will describe the orientation session given to all incoming male student athletes at The University of Texas at Austin.

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THE UNIVERSITY of TULSA

DIVISION OF STUDENT DEVELOPMENT
OFFICE OF THE VICE PRESIDENT

SELF-ASSESSMENT AND ACADEMIC SUPPORT: WHY ALL STUDENTS NEED ACADEMIC SUPPORT

Timothy L. Walter, Ph.D.
Vice President for Student Development
The University of Tulsa

and

Harry McLaughlin, Ph.D.
Director of Academic Services
Division of Kinesiology
The University of Michigan

The following study was conducted for the fourth consecutive year as a result of several biases:

> Most students entering college are at risk and in need of some form of academic assistance.
>
> Few students who do not succeed in college are aware of their academic deficiencies.
>
> Few students who do not succeed in college ever receive appropriate academic support.
>
> Most students who do not succeed in college need not fail were they informed of their academic deficiencies and directed to the appropriate support agency.

Summary

It has been an ongoing concern of administrators, instructors, and researchers of freshman year support programs for student-athletes to determine both appropriate methods of support and adequate measures of program efficacy. One problem most commonly experienced by those administering academic support is the question of how to reach student-athletes who need help. Underlying this problem is a dilemma--do students actually know that they need academic assistance?

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This study examined students' self-perceptions of their own academic skills and abilities at two time-points–when they first entered the University of Michigan in 1991 and again after mid-term assessments were made available. We were able to compare and contrast the effects of a required freshman year course and/or individualized academic support on three groups of students, of which a significant percentage were student-athletes, who were viewed as "at risk." The three groups of students receiving some form of support were also compared to a group projected to have no difficulties and who received no required support. Important differences were found between students receiving required support and no support. These differences have generated a further exploration of the effects of receiving required academic support.

It is our belief that people in freshman year, orientation, residential living, and counseling settings can rapidly assess student needs in the area of academic support. Information collected regarding students' self-perception of their academic skills can be used to increase the students' insights into their need to pursue academic support prior to a crisis in the student's life. In addition, this information can be supplied to appropriate academic support personnel on campus. These people, in conjunction with the academic affairs and student affairs personnel, are in a position to quickly intervene and provide assistance to students who might otherwise be overlooked during their critical first few weeks of the semester.

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UNIVERSITY OF WISCONSIN MILWAUKEE

Department of Learning Skills and Educational Opportunity

UWM

Athletics and Academic Support: Working to Make a Difference

Johanna Dvorak

Abstract:

Tutoring can make a difference in the academic success of student at letes, especially as they make a transition to college life as freshmen. At the University of Wisconsin-Milwaukee, the Athletic Department and the Department of Learning Skills and Opportunity coordinate their efforts to provide academic support for student athletes.

This presentation will explain the coordination, the implementation, and the evaluation of this program. Although UWM is an urban campus of 25,000 students, it recently moved to Division I. NCAA regulations required that Division I school provide comprehensive academic support.

Although student athletes had already participated in our campus-wide tutoring program, and we were already providing tutoring assistance at study tables, we now wanted to provide intensive tutoring for all student athletes.

The athletic department decided to use our intensive tutoring program which provides twice-weekly tutoring in any subject to students eligible for Student Academic Support Service Services. As director of this program, I coordinate the administration of the program including hiring, training and evaluating 75 tutors a semester for over 200 subjects. Our program also operates a learning center and writing center for walk-in academic assistance.

Student athletes can benefit from individual or small group tutoring in any subject, walk-in assistance during the day or at study tables, or self-paced work. Specifics about the program, such as tutor training, learning and study strategies will be discussed. The program tries to meet athletes' particular needs in a flexible framework. For a campus that wants to maximize its resources, our program offers a model which works.

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